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ABSTRACT

During the 1987-88 school year the Indiana Department of Education assisted the United States Department of the Interior and the Indiana Department of Natural Resources with a program which asked students to become involved in activities to maintain and manage public lands. The 1987 Take Pride in America (TPIA) school program encouraged volunteer stewardship programs to help protect, enhance and manage public lands such as school sites, forests, parks, water reservoirs, historical sites, fish and wildlife areas, public nature preserves, and wilderness areas. This document describes the seven TPIA programs that were selected as state finalists by a TPIA selection committee. Also included are some suggestions for environmental improvement and community preservation and restoration projects, copies of the TPIA entry forms and certificates of recognition, and sample letters used in promoting the TPIA program in Indiana. (TW)

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TAKE PRIDE IN AMERICA
Office of School Assistance
Center for School Improvement and Performance
Indiana Department of Education
1987-1988

During the 1986-1987 school year the Indiana Department of Education assisted the United States Department of the Interior, United States Department of Agriculture, and the Indiana Department of Natural Resources with a program which asked students to become involved in activities to maintain and manage public lands.

The 1987 Take Pride in America (TPIA) school program encouraged volunteer stewardship programs to help protect, enhance and manage public lands such as school sites, parks, forests, water reservoirs, historical sites, fish and wildlife areas, public nature preserves and wilderness areas. TPIA provided young people with a chance to work together in small groups, by class or in all school efforts to solve environmental problems and manage public lands. TPIA taught that each student has an obligation to be a good steward. TPIA also taught that the destiny of Indian's resources depends on the commitment young people are willing to make.

Elementary, middle and senior high schools throughout Indiana participated in the 1987 TPIA school program. Each participating school received a TPIA Certificate of Recognition from the Indiana Department of Education. The red, white and blue certificate contained the Seal of the State of Indiana and the national TPIA logos. Each certificate was signed by State Superintendent of Public Instruction, H. Dean Evans. Each participating student received a billfold sized certificate which read "In appreciation for outstanding contributions to America's natural and cultural resources."

Seven TPIA programs were selected as State finalists by a TPIA Selection Committee. The programs were sent to the Indiana Department of Natural Resources for State and National competition. A brief description of each program follows:

1. Honey Creek Nature Center
   Honey Creek Junior High School
   6215 Honey Creek Road
   Terre Haute, IN 47802
   Project Directors: Nancy Hile and Samuel Ligget

   Description: An undeveloped wooded area on school property was developed into a permanent trail system with outdoor classroom tables, benches, observation points, pond, herb garden, wildlife food plots, windbreak and ground water monitoring stations.

   After planning the nature center, students and volunteers cleared trails and spread gravel. Wildflowers and herbs were planted. Shop classes built bridges and benches along the trail. One class planted a wildlife food plot. A pond and an outdoor classroom seating area with tables were constructed. Animal tracks were formed in concrete and placed along the trail. Math classes mapped the trail and measured ground water at the monitoring stations. 250 students participated.

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2. Courtyard Clean-Up
Thropp Elementary School
301 Elm Street
Paoli, IN 47454
Project Director: Martha Nice

Description: The students decided to clean-up their school courtyard and turn it into an outdoor classroom. Their outdoor classroom would have a variety of laboratories including a bird sanctuary, weather station, agricultural plot, flora display, goldfish pond, flower and rock gardens, solar energy display and a herb garden.

By working in small groups and with various resources the students were able to begin a program to enhance beautification of the school site and begin using their outdoor classroom for grades K-6. Vocational students (from the high school) also assisted. They built bird feeders, nesting boxes and grew plants and flowers for the program. Future plans include a sundial, windmill, and terracing areas. 35 students participated.

3. Madison School Outdoor Education/Nature Trail
Madison Elementary School
66030 Dogwood Road
Wakarusa, IN 46573
Project Directors: Cyril L. Cole and David G. Powell

Description: Developed an outdoor classroom which includes a 3/4 mile long nature trail through 8 acres of woods (300 cubic yards of wood chips were placed on the trail), marked study stations along the trail, building a 20x40 picnic shelter with tables and grill (built by students, parents, and teachers) fruit orchard and a windbreak. The students also built bird houses, planted trees on the site, designed trial markers and signs, built 9 picnic tables and laid used railroad ties across wet areas on the trail. 250 students participated.

4. Ecological Study Zone I - Outdoor Classroom
Custer Baker Middle School
101 West State Road 44
Franklin, IN 46131
Project Director: Betty J. Roman

Description: Ecological Study Zone I is an interdisciplinary outdoor classroom. The students took 1 1/2 areas from their school site and created an area to provide "hands-on" learning experiences. They planted and will maintain a windbreak and arboretum. Their plan also includes a habitat for small animals, a marsh area and a greenhouse.

Bird houses and feeders were made by the high school wildlife class. Nut and fruit trees were donated and planted. Stones were donated by parents to establish a geological study area. 500 trees were planted on Arbor Day in the arboretum, bird area, and near the marsh. Trenching for the large trees was done by Public Service Indiana.

Further plans include an archeological dig area, ground water monitoring holes, a perennial flower garden, herb garden and an amphitheater with picnic tables. All departments of the school have indicated an interest in using the outdoor classroom. One student said, "I want this path in the bird garden to be just right because my children will be using it some day." Over 800 students participated.

5. Move and Restoration of the Dyer Historical Library
Kahler Middle School
452 Elm Street
Dyer, IN 46375
Project Director: Mary O'Sullivan

Description: A local history project for 30 sixth-graders in a social studies class for gifted students at Kahler Middle School turned into a crusade. During a study of six old buildings in the downtown section of Dyer, the students learned that one of the structures was scheduled to be torn down immediately to make way for a new Town Hall. Their campaign to save the 50 year old former town library from demolition was a success. The Dyer Park Board agreed in a special meeting to move the building to Elmer Miller Park. 195 students participated.

6. Project Sow and Grow
Plaza Park Middle School
7301 Outer Lincoln Avenue
Evansville, IN 47315
Project Director: Robert Dean Peak

Description: Sixth grade students at Plaza Park Middle School plant and manage a 25x50 foot vegetable garden located in the school's courtyard. Some plants were started indoors and transplanted to the garden. Other plants were grown from seeds sown directly in the ground. Fruits and vegetables grown during the summer months were donated to charitable organizations. The students also took the produce home to share with their families.

The gardening program was started to provide students an opportunity to learn how to grow their own food and to provide an outdoor experience that would help students develop a better understanding of the natural environment. The students planted sweet corn, tomatoes, peppers, zucchini, cucumbers, pumpkins, beans, carrots and potatoes. 50 students participated in this program.

7. Prairie Heights Community School Farm
Prairie Heights Community School
RR #2
LaGrange, IN 46761
Project Director: Ned Stump

Description: This school farm program provides a base for many community service and youth educational development activities. The program includes a 70 acre conservation tillage farming project, raising buffalo

and wild burros, a 15,000 conifer tree planting area, pioneer village and museum, nature trails, official United States Weather Station, six ponds, wildlife areas, rock gardens, maple syrup area, hay ride tours, physical fitness trail (1.8 miles long), molasses production, timber harvesting area, honey bee area, covered bridge, and soil-profile pits.

The daily farm program is incorporated into the established curriculum. Each student participant learns through new and direct experiences which helps improve their self concept. Students also learn to accept responsibility for managing all components of the program. The major objective of the program is to provide each student with realistic hands-on experiences to serve community needs. 423 students participated.

Starting a TPIA Program

You are encouraged to get involved in the 1987-1988 TPIA school program (Category VI). To assist your efforts, some suggestions for TPIA projects are provided. Enclosed you will also find an entry and application packet. You need to send your award application form before May, 1988 to:

TAKE PRIDE IN AMERICA
Office of School Assistance
Center for School Improvement and Performance
Indiana Department of Education
229 State House
Indianapolis, IN 46204

TAKE PRIDE IN AMERICA

Conserve Our Natural Resources

## SOME SUGGESTIONS FOR ENVIRONMENTAL IMPROVEMENT COMMUNITY PRESERVATION AND RESTORATION

**Take Pride in America** encourages students and educators to create their own projects. The suggestions listed below are some of the kinds of activities that you and your students might like to use as starters:

A) WATER RESOURCES
Students could design a dramatic production to illustrate the dependence of the public on urban rivers for health, recreation, water supply, sewage and economics.

B) AIR QUALITY
Students could design an audiovisual presentation which shows the effects of air pollution (such as acid rain) on public forests, plants, buildings and property.

C) WILDLIFE IMPROVEMENT
Students can plan and implement projects to attract acceptable forms of wildlife to the school site or other public lands.

D) SCHOOL SITE IMPROVEMENT
Students could design and implement a project to improve and/or utilize the school site. (Examples: beautification, arboretums, school gardening, wind breaks, etc.)

E) STEWARDSHIP - MANAGEMENT OF RESOURCES
Students can develop special projects to practice natural resources management on public lands. (Examples: planting trees and landscaping public parks and streets, helping maintain public parks such as painting facilities, or making signs, creating special habitats such as planting a prairie or an outdoor classroom, etc.)

F) AUTOMOBILE, BOAT OR HOUSING IMPACT
Students may conduct studies to determine the environmental impact of automobiles, boats or houses on a natural environment on public land and design a program which could reduce this impact.

G) ABUSES OF PUBLIC LANDS
Students could implement a "WATCH" program to encourage students and adults to report abuses of public lands and resources.

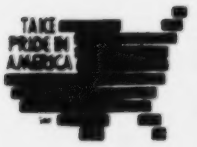
H) INVOLVING SENIOR CITIZENS
Students could design programs to involve senior citizens in stewardship activities on school and public lands. (Examples: recycling, planting trees, building trails, etc.)

U) Identify basic environmental issues concerning public lands in the community and make a past-present analysis. Propose future changes in keeping with sound environmental practices.

V) Research whether or not local public buildings and land provide easy access to handicapped persons and design a public information program to share the study findings.

TAKE PRIDE IN AMERICA

Office of School Assistance
Center for School Improvement and Performance
Indiana Department of Education
229 State House
Indianapolis, IN 46204-2798




Conserve Our Natural Resources

ENTRY FORM

Name of School _____

Address: Street _____

City _____ State _____ Zip Code _____

Telephone _(___)_____ School Corporation _____

Name of Project _____

Objective(s) _____

_____

Number of students participating _____ Grade Level(s) _____

Current status of Project _____

_____

Brief Description of Project: (Describe types of activities and local participation)

_____

_____

_____

Signed: Faculty Advisor _____

Address: Street _____

City _____ State ____ Zip Code _____

Telephone _(___)_____

To make certain your project qualifies for a TPIA award feel free to call Joe Wright at (317) 269-9641 to discuss your plan.

This report should be mailed to the Office of School Assistance at the above address as soon as your Take Pride in America project has been decided.

Take Pride in America

AWARD APPLICATION FORM

Conserve Our Natural Resources

PART I (Please type)

Name of Project _____

Grade_____ Type of Project: Individual____ Class____ Club____ Group ____

Award Category Name _____ Award Category #_____

Name of School _____

Address _____ City_____ Zip Code_____

Telephone _(___)_____ School Corporation_____

Name of Faculty Sponsor (Nominator)_____

Residence: Street_____

City_____ State_____ Zip Code_____ County_____

Telephone _(___)_____ Number of Students Involved_____

1. DESCRIPTION: Describe your activity (e.g. clean-up, patrol/watch, communications program).

2. PURPOSE: Why did you conduct this particular activity?

3. METHOD: How did your activity further the Take Pride in American goals?

4. RESULT: What effect did your activity have on public awareness of the need for wise use of public lands and resources?

5. RESULT: What effect did your activity have toward the betterment of the public lands and resources?

PART II Complete the attached Activity Data Record. (Please type.)

PART III Attach a typed narrative description of your project which is no longer than two pages.

PART IV (Optional) Attach supplementary information, such as photographs, slides, newspaper articles and proclamations, in a folder or binder no larger than 9 1/2" x 11 1/2", with no more than 20 pages of documentation. Each page should be labeled with the activity name.

All materials become the property of the awards program and will not be returned.

## ACTIVITY DATA RECORD

**This information will not be rated**

FOR OFFICIAL USE ONLY
Project No. _____
Award Appln. No. _____
Date _____ Initials _____

Title of Activity: _____

Award Category Name: _____ Award Category No.: _____

Scope of Activity:
(Check only one)
- ☐ advertising
- ☐ educational
- ☐ site-specific
- ☐ program
- ☐ other

Frequency of Activity: ☐ one-time ☐ occasional ☐ periodic ☐ on-going
(Check only one)

Type of Activity Conducted:
(Check only one)
- ☐ clean-up
- ☐ gift
- ☐ "adopt-a"
- ☐ maintenance
- ☐ inventory
- ☐ education
- ☐ recognition
- ☐ patrol/watch
- ☐ research/studies
- ☐ public relations
- ☐ interpretation
- ☐ administrative
- ☐ construction
- ☐ Other _____

Subject Area:
- ☐ camping
- ☐ hiking
- ☐ forestry
- ☐ engineering
- ☐ architecture
- ☐ rangeland
- ☐ graphics
- ☐ cultural resources
- ☐ soil-conservation/water
- ☐ geology/mapping
- ☐ wildlife/fish
- ☐ off-road vehicles
- ☐ environmental protection
- ☐ misc-recreation
- ☐ Other _____

Beginning Date: _____ End Date: _____

Total Number of People Involved: _____

Name of Site/Place (if applicable) _____

Closest City/Town: _____ County: _____

State: _____

Nominated by _____ _____
(Typed Name) (Signature)

Title _____ Organization _____

Address _____

City _____ State _____ Zip Code _____

Daytime Telephone No.(___)_____

**CATEGORY SELECTION** (Choose only one to enter on pages 1 and 3 and to answer question 6 on page 2.)

I. **Constituent Organizations:** National, regional, State and local trade, professional, or other advocacy and membership groups.

II. **Business/Corporations:** For-profit companies.

III. **Youth Groups:** Non-school organizations of and for persons 18 years and younger.

IV. **Civic/Citizen Organizations:** National, regional, State and local organizations with public service spirit or agenda (e.g. religious or fraternal organizations).

V. **Media:** Print and broadcast organizations.

VI. **Educational Institutions:** Groups of students, teachers, or administrators from elementary, middle and high schools, and colleges and universities.

VII. **Individuals:** Persons or families not acting as part of an organized group.

VIII. **Public/Private Partnership:** Joint efforts between government agencies and private individuals or organizations.

IX. **Local Governments:** Cities, townships, counties, Indian governments, or other local governmental bodies.

X. **State Governments:** Employees or Agencies of a State or Commonwealth.

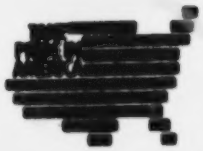
XI. **Federal Government:** Employees or Agencies of the U.S. Government.

## Certificate of Recognition

Presented to

In appreciation for outstanding contributions to America's natural and cultural resources.

Indiana Department of Education



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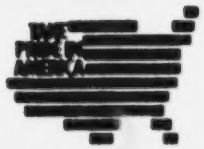

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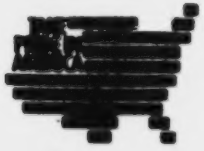

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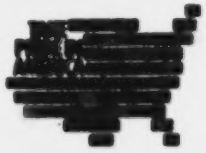

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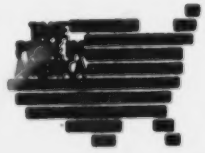

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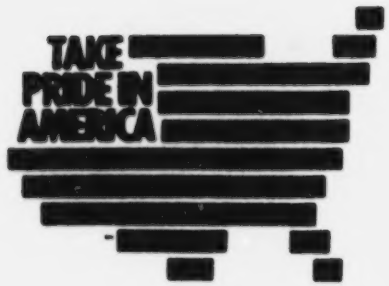


# Certificate of Recognition

Presented to

In appreciation for outstanding contributions to America's natural and cultural resources.

State Superintendent of Public Instruction

Date

Indiana Department of Education

H. Dean Evans, Superintendent
Room 229, State House • Indianapolis, IN 46204-2798 • 317/232-6610

September 15, 1987

Mr. Peter R. Greer
Deputy Under Secretary
United States Department of Education
Office of the Deputy Under Secretary
for Intergovernmental and Interagency Affairs
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Mr. Greer:

Your letter and Take Pride in America (TPIA) handbook "Good Ideas At Work For Education" to Dr. H. Dean Evans, State Superintendent of Public Instruction, were forwarded to this office for information and response.

You'll be happy to learn that the Department of Education is promoting TPIA in all Indiana schools. Last school year (1986-1987) we sponsored a TPIA program for the first time. We were very impressed with the number of schools participating and the quality of their programs.

Enclosed you will find a report which summarizes projects undertaken and completed by seven school districts. Enclosed is a copy of the TPIA Awards which were presented to teachers and their students. We are preparing to promote a 1987-88 TPIA program in cooperation with the Indiana Department of Natural Resources and the U.S. Department of Agriculture. The Department is confident that more schools will participate in this years program.

We will be happy to share our successful TPIA program with other State Department's of Education. Our Department of Education coordinator is:

Joe Wright
Office of School Assistance
Center for School Improvement and Performance
Indiana Department of Education
229 State House
Indianapolis, Indiana 46204
Phone: (317) 269-9641

Thank you for sharing your handbook. It contains many excellent ideas and resources. We also thank you for your support of TPIA. It's a good feeling to have this caliber of national support.

Your TPIA friends in Indiana.

Betty Johnson, Chief
Office of School Assistance

aw

cc: Laurel Wildey, Indiana Department of Natural Resources
Mary Cressel, U.S. Department of Agriculture, Soil Conservation Service
Joe Wright

Indiana Department of Education

H. Dean Evans, Superintendent
Room 229, State House • Indianapolis, IN 46204-2798 • 317/232-6610

MEMORANDUM

TO: All Superintendents

FROM: Betty R. Johnson, Chief
Office of School Assistance
Center for School Improvement

RE: Take Pride in America

DATE: February 27, 1987

The Indiana Department of Education is assisting the United States Department of the Interior and the Indiana Department of Natural Resources with a program which asks students to become involved in activities of maintaining and managing public lands.

Take Pride in America (TPIA) encourages volunteer stewardship programs to help protect, enhance and manage public lands such as school sites, parks, forests, water reservoirs, historical sites, fish and wildlife areas, public nature preserves and wilderness areas. TPIA provides young people with a chance to work together in small groups, by class or in all school efforts to solve environmental problems and manage public lands. TPIA teaches that each individual has an obligation to be a good steward. TPIA also teaches that the destiny of Indiana's resources depends on the commitment young people are willing to make.

Each TPIA project will receive a Certificate of Achievement from the Indiana Department of Education. Outstanding projects will be forwarded to the Indiana Department of Natural Resources for state and national competition and recognition.

Enclosed you will find the following TPIA documents: 1) Entry Form, 2) Project Suggestions, 3) Application and 4) Activity Data Record. You

TAKE PRIDE IN AMERICA

Office of School Assistance
Center for School Improvement and Performance
Indiana Department of Education
229 State House
Indianapolis, IN 46204-2798

Conserve Our Natural Resources

ENTRY FORM

Name of School _____

Address: Street _____

City _____ State _____ Zip Code _____

Telephone _(___)_____ School Corporation _____

Name of Project _____

Objective(s) _____

_____

Number of students participating _____ Grade Level(s) _____

Current status of Project _____

_____

Brief Description of Project: (Describe types of activities and local participation)

_____

_____

_____

Signed: Faculty Advisor _____

Address: Street _____

City _____ State ____ Zip Code _____

Telephone _(___)_____

To make certain your project qualifies for a TPIA award feel free to call Joe Wright at (317) 269-9641 to discuss your plan.

This report should be mailed to the Office of School Assistance at the above address as soon as your Take Pride in America project has been decided.